



UNIVERSIDADE DE SANTIAGO DE COMPOSTELA

Facultade de Filoloxía

Grao en Lingua e Literatura Inglesas

Traballo de Fin de Grao

**The Teaching of English Pronunciation: General Principles,
Techniques and Activities
(2018-2019)**

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Titor: Prof. Ignacio M. Palacios Martínez

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ABSTRACT



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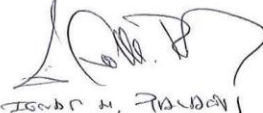

SOLICITO a aprobación do seguinte título e resumo:

Título: The Teaching of English Pronunciation. General Principles, Techniques and Activities.**Resumo:**

It is a fact that over the last few years many changes have taken place in the teaching of foreign languages, such as the introduction of new technologies. However, the importance given to the teaching of the oral skills and, more particularly, to the teaching of English pronunciation, especially in Spain, is still not so high in comparison with the relevance that grammar, vocabulary or the writing skills have in our education system. Therefore, this study is mainly concerned with the teaching of English pronunciation.

The present Final Degree Project is divided into two parts; firstly, a literature review of some theoretical issues such as what is meant by 'the teaching of English pronunciation', an approach to how important pronunciation is in the teaching of English, main problems Spanish students have with the learning of English pronunciation, principles and techniques for the teaching of English pronunciation, etc. The second part of this study will adopt a more practical analysis, paying attention to some activities or techniques that can be used for the improvement of students' pronunciation in English together with the introduction of new technologies, i.e., apps, computer tools and programmes, websites, etc.

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LIST OF ABBREVIATIONS

A1: Beginner

A2: Elementary level

B1: Low-intermediate level of the Common European Framework

BACH: *Bachillerato* (Post-obligatory secondary education or A levels)

C2: Proficiency level

CEFR: Common European Framework of Reference

CLIL: Content Language Integrated Learning

CLT: Communicative Language Teaching

CPH: Critical Period Hypothesis

CVS: Cardinal Vowel Scale

DOG: *Diario Oficial de Galicia*

EFL: English as a Foreign Language

ESO: *Educación Secundaria Obligatoria* (Obligatory Secondary Education)

GA: General American

GTM: Grammar-Translation Method

IPA: International Phonetic Alphabet

L1: First Language

L2: Second Language

LOMCE: *Ley Orgánica para la Mejora de la Calidad Educativa*

PSp: Peninsular Spanish

RP: Received Pronunciation

SLA: Second Language Acquisition

SSLE: Spanish-Speaking Learners of English

TEFL: Teaching of English as a Foreign Language

GENERAL INTRODUCTION

The teaching of English has become a matter of study for the recent years, not only because this language has increased its number of speakers due to globalization, but also because many changes have been adopted in the development of the Teaching of English as a Foreign Language (TEFL). For years, language teaching, a field integrated within Applied Linguistics, was based on a strict syllabus of what scholars considered to be important, whether it was relevant to students' needs or not, especially concerning English lessons. Thus, their focus of attention was primarily placed on receptive skills (reading and writing, together with areas such as grammar and vocabulary), whereas productive skills (speaking and listening) were pushed to the bottom of the list. However, the development of the communicative approach during the 20th century or the introduction of bilingual or multilingual programmes such as CLIL¹ (Content Language Integrated Language) based on the recommendations established by the Common European Framework of Reference (CEFR) had a notable impact on how language classes were organized, and accuracy on grammar and vocabulary as the main aim of teaching were replaced by the notion of “communicative competence”, prioritizing speaking as

a skill which deserves attention every bit as much as literary skills, in both first and second languages (...). It is the skill by which they [our learners] often need to be able to speak with confidence in order to carry out many of their most basic transactions. It is the skill by which they are most frequently judged, and through which they may make or lose friends. It is the vehicle par excellence of social solidarity, of social ranking, of professional advancement and of business. It is a medium through which language is learnt, and which for many is particularly conducive for learning (Bygate, 1987: 7).

Even so, the situation in Spain with regard to oral skills –and therefore to pronunciation– is still considered as a second-class aspect in the teaching of English as a second language. Teachers also complain about the fact that language lessons are taught in groups of a big number of students, which increases the difficulty of attention and reduces the time devoted to every skill. These circumstances lead to the serious problem that many learners “complete their obligatory or post-obligatory education without being able to speak fluently despite having studied the language for ten years or more” (Calvo,

¹ A term coined by David Marsh to refer to “a dual-focused educational approach in which an additional language is used for the learning and teaching of both content and language” (Coyle, *et al.*, 2010: 1).

2015: 3). Unfortunately, a research conducted by the journalist Alice Cuddy² shows that Spain is one of the countries in Europe with the lowest competence in oral skills in English, together with France and Italy.

Hence, what motivates me to do this research concerning the teaching of English pronunciation is that I consider that pronunciation should be given more emphasis and should be more practised in language classes. From my previous experience, the subject of English was very centred on grammar and vocabulary, whereas little attention was paid to speaking, especially pronunciation. Nonetheless, other subjects such as French devoted more time to the teaching of pronunciation, doing activities in which students were highly involved into oral communication. In addition, the subject of English was not completely taught in English, since in half of the class the L1, Spanish or Galician, was used by both students and, more surprisingly, by teachers. Another aspect that calls my attention is that after so many years studying English, Spanish students finish their obligatory and post-obligatory studies without the ability to have a fluent conversation in English, with basic pronunciation problems remaining.

It is generally known that pronunciation is not a simple task to acquire and a lot of time is needed to speak it correctly. Therefore, I would like to explain some basic notions about the teaching of English pronunciation and thus encourage teachers and students to make more use of it inside and outside the classroom. Among different reasons, one of them is that Spanish students are not completely conscious of the importance of having a good command of English pronunciation and the problems that this can cause in their professional future, since English is considered a *Lingua Franca* and is becoming a mandatory requirement for the majority of employments in Spain.

In broad terms, the present final project aims to study the role of English pronunciation in Spanish ELF classes and provide some general techniques to use. Therefore, this project will be divided mainly into two parts; firstly, I will discuss some basic notions about the importance of English pronunciation and some factors that may affect it and I will also focus on some common mistakes that Spanish learners generally make as regards English pronunciation. Secondly, I will provide examples of some techniques and activities that can be useful for the integration of pronunciation in English

² <<https://www.euronews.com/2018/11/03/which-eu-countries-are-the-best-and-worst-at-speaking-english>>, last accessed: March 2019.

classes together with a description of what they consist on. Furthermore, since technology is developing increasingly, new applications and tools are being launched so as to improve pronunciation in certain languages. I will analyse some of those applications and conclude whether they can be helpful or not. A small survey of how the teaching of pronunciation is dealt in modern textbooks will also be briefly explored. Finally, I will conclude this dissertation with a number of considerations gathered from the analysis and with a general list of references.

SECTION 1: THEORETICAL FRAMEWORK (GENERAL PRINCIPLES)

This section will involve an analysis of some preliminary aspects concerning the teaching of English pronunciation. For such description, this section will be divided into four subsections dealing with the teaching of pronunciation from different perspectives. Hence, I will begin with some explanations of different notions about pronunciation and also, an overview of the current situation of the teaching of pronunciation will be attached. I will next examine some of the major factors affecting it, concluding with an overview of the teaching of pronunciation in the Galician education system.

1. Introduction to the teaching of English pronunciation

1.1. Definition of pronunciation

Pronunciation can be broadly defined as “the way in which a word is pronounced” (*Oxford English Dictionary online*). However, Pennington and Rogerson-Revell (2019: 1) provide a more accurate definition of pronunciation adding that it “is the foundation of messaging in speech — through articulating words and their combinations in grammatical and discourse units and through projecting multiple facets of social and contextual meaning.” In short, it can be also understood as the “production and reception of sounds of speech” (Dalton and Seidlhofer, 1994: 3), relevant for communication.

In this sense, if the pronunciation is adequate, no problems would emerge in the act of communication, it will therefore be developed in a more fluent way and no difficulties of understanding the message would take place between the speakers.

Having defined pronunciation, it is necessary to refer to its relationship with phonology. Even though they are related and have even been confused one to another throughout the history of time, they are different concepts and therefore need to be decoupled.

Phonology is “a branch of linguistics which studies the sound system of languages” (Crystal, 2008: 365-366) or “how sounds function in a systemic way in a particular language (...) through phonemics” (Cruttenden, 2014: 3-4). However, pronunciation focuses on how sounds are produced.

1.2. Importance of teaching a good pronunciation. Situation in Spain

The use of English as a global language of communication has increased noticeably during the last decades, and therefore, the teaching of English as a foreign language (EFL)

has become a compulsory subject in the vast majority of countries, such is the case in Spain.

According to the CEFR (Council of Europe, 2001: 26-27), EFL students are expected to develop four language skills: Speaking (Production and Interaction), Listening, Reading and Writing (Production and Interaction).

However, the time devoted to each of these skills has been a matter of great controversy by many linguists since grammar and vocabulary have been much better understood than listening or spoken skills, including the teaching of pronunciation (Celce-Murcia, *et al.*, 2010: 2). Palacios (2001: 17-18) also supports this argument by saying that teachers are obliged to deal with multiple aspects in the classroom (...), [so] they are forced to establish priorities and focus on specific skills. For this reason, in the history of EFL teaching, pronunciation has always been a neglected aspect, to the extent of being looked upon as the “Cinderella”³ of language teaching (Kelly, 1969; Dalton, 1997).⁴

It is a fact that over the past decades the teaching of EFL has been based on traditional methods such as grammar-translation or reading-based approaches.⁵ In such methods, the teaching of pronunciation was largely irrelevant (Celce-Murcia, *et al.*, 2010: 3). It was not until the end of the nineteenth century that pronunciation started to be studied seriously (Palacios 2001: 17-18) as part of the Reform Movement in language teaching (Celce-Murcia, *et al.*, 2010: 3) in which new methods such as the *Communicative Approach* aimed at communication and brought renewed urgency to the teaching of pronunciation, together with the integration of CLIL.

Nonetheless, the teaching of pronunciation in the Spanish educational system is still considered marginal. According to Rigol (2005), English production, in general, and pronunciation, in particular, receive significantly less attention than grammar and vocabulary, which are still being the basis of EFL teaching. This is so because spoken production and spoken interaction, together with the listening skills, are the more time-consuming aspects since they require more dedication. Also, investigation and resources in educational programming need to be invested, as well as with adequate tools and

³ Kelly compares pronunciation teaching to the tale of Cinderella, a young girl mistreated and ignored by her stepmother and step-sisters, suggesting that pronunciation is often neglected in EFL teaching.

⁴ Found at <<https://teachnews.gr/glwssologia-didaktikh/item/78-pronunciation-the-cinderella-of-language-teaching>>. Last accessed: April 2019.

⁵ These two methods involved little or no spoken communication or listening comprehension, giving students grammatical rules, paradigms and lists of vocabulary with translations.

diverse criteria (Adey, 2014: 5). Furthermore, Palacios (2001: 17-18) argues that teachers generally believe that acquiring a good pronunciation is not an easy task and also, some survey studies of L2 teachers worldwide demonstrated that they predominantly tend to lack confidence and training in teaching pronunciation (Kennedy, *et al.*, 2017: 271).

Having all these issues mentioned, it is necessary to understand that pronunciation can be characterised as

a much more important and pervasive feature of communication than is generally recognized. It is the crucial starting point for all spoken language, since thoughts must be articulated in sound in order to be heard and so to become a message that can be communicated to another person. Pronunciation is required not merely for talking, but for communicating and making sense to another person (...). A person's pronunciation ensures the clarity required for a listener to be able to pick out words from the stream of speech and put them together in meaningful, comprehensible patterns, and also projects information about the speaker and the context of communication that makes a certain impression and establishes the common ground between speaker and listener that is needed for effective communication (Pennington and Rogerson-Revell 2019: 1).

Underhill (2010) highlights four main reasons why pronunciation should be taught:

- a) Pronunciation applies to all four skills.
- b) Pronunciation improves listening. Learning pronunciation “in the mouth” improves discrimination “in the ear.”
- c) Pronunciation is the physical aspect of language. It is the result of muscular coordination, while grammar, vocabulary and meaning are often taught cognitively.
- d) Pronunciation affects self-esteem. All learners are capable of modifying their pronunciation in order to be better understood, to better understand, and perhaps to better enjoy the new language.

In addition to this, Patsko, a language and pedagogy consultant who specialised in pronunciation and listening, adds some further reasons in one of her webinars⁶ to show pronunciation awareness on the basis of some rewarded linguists:

- a) Research shows that controlled pronunciation instruction leads to improvement in spontaneous speaking contexts (Saito, 2012; Lee *et al.*, 2015).

⁶ This webinar was conducted on 7th November 2018.

- b) It greatly impacts spoken intelligibility and listening (Jenkins, 200; Derwing and Munro, 2009; Field, 2008).
- c) Phonological awareness impacts on all four skills, plus grammar and vocabulary (Walker, 2014).

1.3. Native-like pronunciation and intelligibility

Until very recently, teachers thought that in order to be perfectly understood when communicating in English students would need to acquire a pronunciation as close as possible to that of a native-speaker of English, based on the corresponding pronunciation models of the English language, i.e., Received Pronunciation (RP) or General American (GA) and depending on the proximity between continents. It seems relevant, however, to take into consideration the current and global situation of native and non-native speakers of English in recent times.

David Crystal (British Council, 2014), estimates that

around 60-70 new 'Englishes' have emerged since the 1960s in countries across the globe. There are around 400 million people who speak English as a first language and 7-800 million people who speak it as a second language. Around a billion more speak English as a foreign language. This means that now there is just one native speaker to every five non-native speakers of English.

Further research headed by Patsko in accordance with some well-known linguists⁷ suggests that:

- a) For every native speaker of English in the world, there are at least three non-native speakers. This seems to contradict what Crystal said above although the number of non-native speakers who speak English is still very high.
- b) Approximately 80% of spoken interaction in English takes place with no native speakers present.
- c) At least 80% of the English language teachers in the world are non-native English speakers.

On the basis of these results, it is evident that English is regarded as “the most ‘successful’ language ever, with 1,500 million speakers worldwide” (Crystal, 2003: 1), as a result of the more exchanges between non-native speakers of English than between non-native speakers and native speakers.

⁷ Crystal, 2008; Beneke, 1991; Canagarajah, 1999.

Therefore, it must be clear that intelligibility is generally more accepted than a native-like pronunciation in a communicative context, although it is true that some learners may want to approach a native-like pronunciation because their work requires them to use it. Thus, Kenworthy (1987: 13) defines intelligibility as “being understood by a listener at a given time in a given situation” and puts forward the concept of *comfortable intelligibility*⁸ as the main goal for the majority of learners (Kenworthy, 1987: 3), especially in international contexts. In short, Crystal adds that

we are already living in a world where most of the varieties we encounter are something other than traditional British or American English. We do our students a disservice if they leave our care unprepared for the brave new linguistic world which awaits them (Crystal, 2007).⁹

1.4. Main factors which affect the learning and teaching of English pronunciation

Wong points out that the teaching of English pronunciation “is not exclusively a linguistic matter” (Wong, 1987: 17) and some other factors such as the influence of L1(s), age, gender, etc. need to be considered in the Second Language Acquisition (SLA).

For such description, this section will be divided into two parts dealing with some internal and external factors. On the one hand, internal factors include biological factors such as age, gender, learner’s attitudes, motivation, etc. External factors, however, comprise the environment of the learner, i.e., L1(s), exposure to the L2, etc.

1.4.1. Internal factors

1.4.1.1. Age

Age is recognized as one of the central factors in the SLA field. It is commonly assumed that the younger the learner is, the better a new language is acquired and, therefore, the accurate his or her pronunciation will be in the target language.

Some experts like Cook Newson (1996: 301)¹⁰ explain that there is a particular period of growth in which learners can more easily acquire any particular language, which Lenneberg proposed as the Critical Period Hypothesis (CPH) in 1967, although, as the

⁸ With this concept, Kenworthy refers to the idea of teaching and learning a more hybrid and internationally based version of the English language.

⁹ Found at <<http://old.hltmag.co.uk/dec15/sart02.htm>>. Last accessed: April 2019.

¹⁰ This information was gathered from UK Essays website: <<https://www.ukessays.com/essays/english-language/critical-period-for-language-acquisition-english-language-essay.php>>. Last accessed: April 2019.

British Council¹¹ claims, it is not universally accepted, and many studies have questioned its validity.

According to his hypothesis, on which many linguists have made their research, if one learns a new language after the critical period (usually after the age of twelve), he or she can never easily acquire a perfect foreign accent in spite of the big effort or talent that person could have.

1.4.1.2. Gender

A research carried out by Klee (1994: 197) based on some investigations written by Nyikos *et al.* (1987) indicate that females have an advantage over males in the SLA. In fact, they claim that “females tended to use a number of cognitive strategies, social strategies, and effective strategies (such as positive self-talk and relaxing) more often than did males.”

Other studies, contrarily, state that no differences between males and females exist in the acquisition of a foreign language pronunciation. Thus, further investigation should be analysed in order to determine whether females have a better command of oral skills than males.

1.4.1.3. Learner's aptitude

In general terms, aptitude can be defined as the ability to learn quickly or “how well, relative to other individuals, an individual can learn a foreign language in a given amount of time and under given conditions” (Carroll and Sapon, 2002: 23)¹². According to Carroll (in Celce-Murcia, 2010: 20), language aptitude comprises four traits: phonemic coding ability, grammatical sensibility, inductive language-learning ability and memory.

For this study, the principal one is phonemic coding ability (although the memory trait is also important), which is associated with “the capacity to discriminate and code foreign sounds so that they can be recalled” (Celce-Murcia, 2010: 20), in other words, making proper symbol-to-sound and sound-to-symbol associations. Therefore, this trait could be strongly connected with pronunciation learning. As Celce-Murcia (2010) points out, learners who are weak in phonemic coding ability would have much more difficulty

¹¹ Extracted from <<https://www.teachingenglish.org.uk/article/critical-period-hypothesis>>. Last accessed: April 2019.

¹² Found at <<https://academic.oup.com/applij/article/36/3/385/2422456>>. Last accessed: April 2019.

to acquire an intelligible pronunciation than those with high aptitude in this trait, that is to say, the more students are skilled at imitating the way a native speaker pronounces, the better they will be at achieving a native-like pronunciation.

1.4.1.4. Learner's attitude

Pronunciation is also affected by learner's attitude and identity towards the target language and culture. The *Oxford Dictionary online* defines attitude as “a settled way of thinking or feeling about something”, that is, what human beings think, do and feel form their attitude.

Ellis (1994: 198-199) claims that “learner attitudes have an impact on the level of L2 proficiency achieved by individual learners and are themselves influenced by this success.” Thus, students may have a positive or a negative attitude with respect to the language to be learnt. Then, those who have a more positive attitude and are open minded for the target language will be strengthened by success, and therefore, enhance pronunciation learning. Contrarily, a negative attitude can impede language learning and lack of success.

In short, a good attitude towards the L2 is very important to improve learner's pronunciation, which is also accompanied with a positive motivation as explained in the following section.

1.4.1.5. Motivation

According to Ellis (1997: 75), “motivation involves the attitudes and affective states that influence the degree of effort that learners make to learn an L2.” Two main types of motivation have been identified: intrinsic and extrinsic.

On the one hand, intrinsic motivation refers to:

the doing of an activity for its inherent satisfactions rather than for some separable consequence. When intrinsically motivated a person is moved to act for the fun or challenge entailed rather than because of external prods, pressures, or reward (Ryan and Deci, 2000: 56).

More accurately, Harmer describes intrinsic motivation as the kind of motivation that is generated inside the classroom and also, it “comes from within the individual” (Harmer, 2007: 98).

Although intrinsic motivation is a central fact in motivation, teachers' methods or the activities that students take part in inside the classroom may not be motivating enough and in some cases, students' learning may end up in a failure.

Contrarily to intrinsic motivation, extrinsic motivation refers to the kind of motivation that students bring into the classroom from outside (Harmer, 2007: 98). In other words, it refers to the fact that a learner gets involved in the learning of a particular language for some external reasons, such as the learner's interest in the language, the methodology used, etc.

Therefore, it is an important effort for both students and teachers to be motivated in the classroom. Firstly, teachers should adopt intrinsic motivation (e.g., providing students with activities that make them engage on the respective subject) and students must bring extrinsic motivation from outside (e.g., desire to learn). Combining these two types of motivation, students are more likely to learn the language in a more efficient way, including pronunciation.

Having described these two main notions, some techniques or tips should be considered so as a teacher gets motivated and, therefore, motivate his or her students at the same time. The desire to learn and enthusiasm are some of the main characteristics to transmit to students. Here, Palacios (2014: 6) provides some general recommendations to foster motivation; on the one hand, teachers should make students be aware of their own learning and give them chances to make decisions about their own education process. In this way, students will feel like a dynamic element in the classroom and will be active to learn successfully. On the other hand, students should also be conscious about the great number of speakers of English around the world and what implications the acquisition of a second language has for their communication. Thus, they should not take the classroom as the only place to learn and use English. Moreover, the use of English in the classroom should be always aimed whenever possible, offering useful examples and realia.¹³ Also, it is necessary to foster students' autonomy, providing them with tools so that they can learn on their own. Finally, working in groups, avoiding tension in class or choosing the

¹³ As Harmer (2007:177) points out, it refers to real objects, real things that teachers can bring into the classroom to illustrate the meaning more clearly or to use as aids to make a situation more meaningful and therefore more memorable.

most relevant materials to be used in the classroom are other, but not minor, recommendations to promote students' motivation.

1.4.2. External factors

1.4.2.1. Native language(s) or L1(s)

The native language (or L1) also plays a very significant role in the acquisition of pronunciation in a particular language, in this case, English. In such a way, the first language influences the pronunciation of a new language. Many studies have been carried out so as to compare the sounds, rhythm and intonation of English with other languages in order to determine the problems learners may have in the SLA.

Avery and Ehrlich (1987: 12) claim that the native language can influence students' pronunciation in at least three different ways. Firstly, native speakers of a language may find differences in the sound inventory with respect to those of the target language. Secondly, students can also find difficulties to produce new sounds because they have never exercised the mouth in the required way so as to pronounce the new sounds correctly. Thirdly, the patterns of stress and intonation can be transferred from the L1 to the L2. Consequently, the more differences there are, the more difficulties the learner will have in pronouncing English (Kenworthy, 1987: 4).

1.4.2.2. Exposure to the L2

Exposure is undoubtedly another crucial factor in enhancing first language acquisition. It is generally understood as the amount of time that learners are in contact with the target language environment or, in other words, how much learners use English in their daily life. Thus, the more a person listens and speaks English, the better his or her pronunciation will be.

According to Krashen's *Input hypothesis*, the learner improves along the 'natural order'¹⁴ when he or she receives second language 'natural communicative input', rather

¹⁴ “The natural order hypothesis maintains that children learning their first language acquire grammatical structures in a pre-determined, 'natural' order, and that some are acquired earlier than others” (British Council, available on: <<https://www.teachingenglish.org.uk/article/natural-order>>. Last accessed: April 2019).

than learning it consciously, and also adds that “comprehensible input¹⁵ is the crucial and necessary ingredient for the acquisition of language” (Krashen, 1981: 9).

The British Council declares that a person living in a country where English is spoken as a first language has a lot of exposure – input – and therefore more opportunities to learn. If that were not the case, students may receive input from native speaker CDs, websites, videos, shows, films, etc. both inside and outside the classroom and, doing this, students’ pronunciation will be enhanced.

However, Kenworthy affirms that “it is not merely exposure that matters [though it is clearly a contributory factor], but how the learner responds to the opportunities to listen to and use English” (Kenworthy, 1987: 6).

In short, Professor Alonso from the University of Vigo concludes that “if students do not receive sufficient exposure to input, their speaking will not improve adequately. Lack of exposure to the second language not only leads to poor output but in the long run it can also lead to a lack of motivation” (Alonso, 2014: 155).

2. Giving feedback, assessment and correction

Despite the great importance of devoting time to the teaching and learning of pronunciation and having discussed the different factors that somehow affect its reinforcement, this section is mainly concerned with giving feedback, assessment and correction, other commonly conceived functions of teachers in the TEFL classroom. Firstly, some brief definitions of these terms will be provided, following then with some relevant points to take into consideration.

To begin with, Ur (1996: 242) describes feedback as the “information that is given to the learner about his or her performance of a learning skill, usually with the objective of improving this performance.” In the various ways in which feedback is classified, Nunan (1991: 195) differentiates between positive feedback, which increases students’ motivation through praise, and negative feedback (e.g., the teacher repeating the student’s

¹⁵ This term was coined by Krashen to allude to language input that can be understood by listeners despite them not understanding all the words and structures in it (British Council, available on: <<https://www.teachingenglish.org.uk/article/comprehensible-input>>. Last accessed: April 2019).

response with a rising intonation). Within feedback, two major components are distinguishable: assessment and correction.

Ur declares that in assessment, the student is simply informed “how well or badly he or she has performed” (Ur, 1996: 242), e.g., a percentage grade on an exam. In contrast, correction alludes to “some information [that] is provided on aspects of the learner’s performance, [for example], through explanation” (Ur, 1996: 242).

Assessment and evaluation are two terms sometimes used interchangeably, but they have clearly different meanings. Thus, evaluation is defined as the “systematic collection and analysis of all relevant information necessary to promote the improvement of a curriculum, and assess its effectiveness and efficiency, as well as the participants’ attitudes within the context of the particular institution involved” (Brown, 1989: 222).¹⁶ In other words, it refers to innovations or changes in, for example, school organisations or course syllabus, as Ur points out (1996: 244).

Once having differentiated these terms and having determined the importance of teaching pronunciation in section 1.2, it is crucial to explain what teachers should assess when teaching pronunciation.

Levis (2006: 249-267) signals, in this way, that accuracy should not be assessed, but intelligibility, comprehensibility, the listener factors as well as fluency are the key elements of pronunciation assessment. He declares, on the one hand, that

although accuracy implies the ability to match a phonological target, accuracy in pronunciation is always a relative term since targets are highly variable. Sounds constantly vary within well-defined parameters, changing because of the influence of nearby sounds, speech registers, and speaker dialects (Levis, 2006: 249).

Therefore, he concludes that pronunciation accuracy cannot be an adequate criterion for assessment of speech because nobody can claim the amount of errors that one can make or what errors are most likely to affect understanding. However, “inaccuracy becomes important only when a speaker cannot be understood” (Levis, 2006: 252).

In contrast, he affirms that intelligibility is one of the most commonly used criteria in assessing pronunciation’s role in spoken language (Levis, 2006: 252). Nevertheless,

¹⁶ This information was extracted from the authors Richards and Renandya (2002: 77), who also cited Brown (1989: 222).

some difficulties occur within this factor such as the term *accentedness*, that is, determining whether a particular accent is more accepted than other, depending on its social prestige, for example, British English and American English. Another problem, and therefore difficult to assess, is *comprehensibility*, that is, as Levis points out on basis of Gallego's (1990: 221) definition of this term, speech becomes "incomprehensible when the listener can repeat it...but is unable to understand its meaning in the context," that is, a listener can find a speaker both intelligible and incomprehensible at the same time (Levis, 2006: 253-254). The final issue is *interpretability*, which occurs when "the listener recognizes [the surface meaning] but is unable to understand the speaker's intentions behind it" (Gallego, 1990: 221).

In this way, according to Levis (2006: 254), comprehensibility comprises three elements: a speaker, a listener, and an environment. Thus, in his explanation (Levis, 2006: 259-260) and following Fayer and Krasinski (1987), "intelligibility is hearer-based; it is a judgment made by the listener," and they are usually the same people assessing the test taker, so they are an important factor for pronunciation assessment.

Finally, fluency is also relevant to assess pronunciation. Within this term, two different aspects can be pointed out. On the one hand, fluency can be referred to "smooth transmission", that is, "the rapid, smooth, accurate, lucid, and efficient translation of thought...into language" (Lennon, 2000: 26).¹⁷ On the other hand, fluency can also allude to "spoken proficiency." In this way, it includes more than smooth and involves "an ability to access the grammatical system of the language to communicate without unusual effort" (Levis, 2006: 264). In short, a fluent speaker is one who has access to a stock of verbal idioms, phrases that do not need to be consistently reconstructed, (...) and also, has the ability to plan ahead as they speak, juggling the encoding of new intonations while finishing the current utterance (Levis, 2006: 265).

All in all, pronunciation is central to speech and its role is complex rather than simple. However, Levis (2006: 267) concludes that "as long as L2 learners need to speak and listen, and speech needs to be assessed, teachers and researchers will have to deal with pronunciation."

¹⁷ In Levis, J. M. (2006: 263).

3. Common mistakes in English pronunciation by Spanish students

It has been broadly studied that pronunciation is one of the most complicated tasks when learning a new language and therefore, it is easier for a non-native speaker to make pronunciation mistakes. As mentioned in section 1.4, many factors contribute to the difficulty of pronouncing English correctly, such as the native language factor. Furthermore, the spelling of English has nothing to do with its pronunciation, so more difficulties increase in the teaching and learning of such language by non-native speakers. This is particularly applied to speakers of Spanish who tend to pronounce English as is spelt following the same pattern as in Spanish.

In this way, this section is devoted to the analysis of the most common mistakes that Spanish students tend to make when learning English. Nonetheless, it is relevant to make a distinction between errors and mistakes, technically two very different phenomena. Brown (2000: 217) refers to mistake as “a performance error that is either a random guess or a *slip*, in that it is a failure to utilize a known system correctly (...). Natives are normally capable of recognizing and correcting such *lapses* or mistakes, which are not the result of a deficiency in competence but the result of temporary breakdown or imperfection in the process of producing speech.” In contrast, an error is “a deviation from the adult grammar of a native speaker (...) and reveals a portion of the learner’s competence in the target language.” This means that errors are related to competence whereas mistakes have more to do with the actual performance.

3.1 Common mistakes in vocalic sounds

As Professor Gómez González and Sánchez Roura (2016: 87) claim, English, like other Germanic languages, is composed by twelve pure vowels — including long and short vowels, — seven more than most of Romance languages, such as Spanish. As illustrated in Figure 1, the point of articulation of English vowels does not coincide with that of Spanish vowels, although some of them are closely similar. As a result, “transfer mispronunciations are common in the interlanguage of Spanish-Speaking learners of English (SSLE), who, assuming a more complete correspondence than exists, carry over Spanish sounds patterns in cases where English has in fact no parallel sounds or features” (Gómez González and Sánchez Roura, 2016: 85).

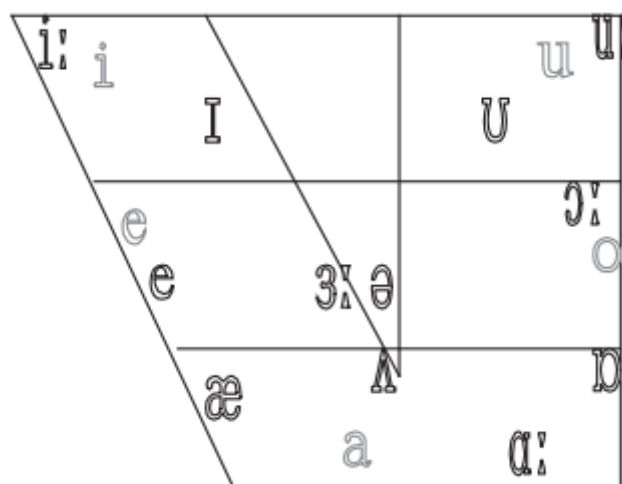


Figure 1: The vowels of English and Spanish in the CVS (extracted from Gallardo del Puerto, et al.; 2008: 46).

Kenworthy (1987: 156) provides a list of the most common mistakes that SSLE make when articulating English vocalic sounds. According to her, one of the most frequent mistakes when producing these sounds is the substitution of the schwa sound /ə/, which does not occur in Spanish, as suggested by the spelling. In English, the schwa sound is very recurrent and sometimes, mispronouncing it can have a severe impact on intelligibility. In words such as ‘available’, the first sound is represented by the phoneme /a/, which Spanish learners tend to pronounce as /a/ instead of /ə/ in unstressed position. Furthermore, there is a tendency among Spanish learners to insert the lower-case E or /e/ sound before words beginning with /s/ followed by another consonant, e.g., ‘stop’, ‘speak’ or ‘smile’.

Kenworthy also states that some difficulties exist with the “ash” or /æ/ sound, which is normally substituted by /a/, as in ‘have’, ‘cat’ or ‘fat’. Moreover, the Turned V or /Λ/ sound (a central vowel), which does not occur in Spanish, may be replaced by a sound that is similar to Spanish /o/ in words like ‘must’.

Another problem that Spanish learners face when articulating vocalic sounds in English is the use of long and short vowels since the Spanish phonetic system does not distinguish them¹⁸. This problem may lead to confusion and lack of understanding, e.g.,

¹⁸ See link <<http://englishspeaklikenative.com/resources/common-pronunciation-problems/spanish-pronunciation-problems/#error19>> for further information (last accessed: April 2019).

long /i:/ and short /ɪ/ as in ‘bit’ and ‘beat’ or even long /u:/ and short /ʊ/ (or Upsilon) as in ‘boot’ and ‘book’.

Problems may also arise as regards diphthongs, especially with the diphthong /əʊ/. This means that learners have to produce two sounds at the same time, a schwa sound /ə/ and a back vowel /ʊ/, and sometimes, their lips do not form a tight circle at the end of the sound as they should. Another example that Kenworthy states is the confusion between /ei/ and /ɛ/ as in ‘ages-edges’.

3.2 Common mistakes in consonant sounds

Establishing the same comparison between English and Spanish phonetic system, it should be noticed that some differences between both languages also exist with regard to the consonant system. Gómez González and Sánchez Roura (2016: 152) point out that English consists of twenty-four distinctive phonemes, whereas Spanish only has nineteen. Additionally, “speakers of Spanish should make selective use of distinctive cues when learning English consonants taking into account their different L1 phonemic and phonetic inventories as they may give rise to pronunciation problems” (Gómez González and Sánchez Roura, 2016: 157).

Kenworthy (1987: 153) mentions some of the most repeated problems that Spanish learners usually have regarding consonants. One of them is the confusion between /b/ and /v/ as in ‘ban’ and ‘van’, which may lead to a serious problem of intelligibility. As she declares, in order to produce the bilabial plosive /b/ properly, “lips should start out very tightly closed and then this closure is quickly released,” however, /v/ is produced in a way that “the lower lip should touch the upper teeth” (Kenworthy, 1987: 153).

More difficulties occur with the dental fricative /θ/ as in ‘three’ as opposed to the labiodental fricative /f/ as in ‘free’. The wrong use of these two phonemes can change the meaning completely, so learners should be aware of this in order to avoid misunderstandings.

The distinction between nasals /n/ and /ɲ/ may also lead to confusion. Spanish speakers have problems when synchronising the movement of the tongue with releasing the air out, as in intervocalic position in cases such as ‘listener’ or ‘onion’ and final /ɲ/ as in ‘corn’ or ‘thin’.

Another example is the use of /j/ as in ‘yet’, which is different from sound /dʒ/ as in ‘jet’. This last sound is unfamiliar for Spanish speakers and find extremely difficult to begin a word with consonant /j/. Producing this sound requires that they need to hold their tongue up very high and close to the hard palate without touching it. A bad use of these two distinctive sounds may cause understanding problems as well.

Voiced and voiceless sounds in English may also cause difficulties for Spanish speakers. Quite a relevant problem for them is the bad use of /z/ plus vowel as in ‘zero’, which is often wrongly pronounced with a voiceless fricative sound /s/ or final [s] in words such as ‘please’. Not only voicing and devoicing problems occur with /z/ and /s/, but also with /f/ and /v/ (‘five’), /t/ and /d/ (‘kid’ and ‘kir’), /tʃ/ and /dʒ/ (‘breach’ and ‘bridge’), etc.

In English, the voiceless glottal fricative /h/ is also very problematic. This sound is produced by relaxing the tongue and letting the air flow out without interference of the tongue. However, Spanish students usually move the root of the tongue back towards the velum narrowing the air passage considerably producing their native sound /x/.

Also, Palacios (2001: 23) adds another problem Spanish speakers usually have with fricative sound /ʃ/ as in ‘shop’ or ‘sheep’. He claims that they have a strong tendency to pronounce this sound as /s/, that is, as /sop/ or /si:p/. However, this is not so difficult for Galician speakers who frequently find this sound in their own language as in words like ‘Xosé’ or ‘xamais’.

Lastly, Spanish learners tend to find difficult to produce sequences of consonant clusters beginning with /s/. As Kenworthy (1987: 154) mentions, learners tend to add a vowel before /s/ as in ‘small’, so it sounds like ‘a-small’. Amongst other problems, final consonant clusters with /t/ and /d/ can be difficult for SSLE as in ‘test’ or ‘liked, who usually omit these sounds in final position.

3.3 Common mistakes in stress and intonation

Some basic notions should be first discussed before including the different common mistakes in stress and intonation. Stress is understood as “the degree of force, or relative emphasis, which is given to a syllable in a word in isolation (word stress) or to certain words within a longer utterance (sentence stress), and which means that stressed syllables

are then perceived as more forceful than others’’ (Gómez-González and Sánchez-Roura, 2016: 262). Stress is, according to Alcaraz (1999: 167),

interrelacionado con el ritmo de un grupo fónico, pues la combinación de los acentos de palabra y de oración, por una parte, y las formas fuertes y débiles, por otra, producen en la cadena hablada unas pautas rítmicas (...). Las pautas rítmicas del inglés producidas en consonancia con los grupos semánticos a los que acompañan, tienen un tempo marcado por el acento, mientras que en castellano, es la sílaba la que sella el tempo.

interrelated with the rhythm within a phonetic group, since the combination of word stresses or sentence stresses together with the weak and strong forms produce rhythmic patterns (...). These rhythmic patterns in English which are produced in line with the semantic groups which accompany them have a tempo marked by the stress. In contrast, it is the syllable itself that sets the tempo in Spanish [my translation].

Firstly, regarding word stress, Kenworthy (1987: 155) declares that one area of difficulty is the stress of compound words and adjective plus noun combinations, such as ‘blackbird’ (where the stress is on the first element), ‘white house’ (where the stress can fall both on the first or on the second element, depending on the emphasis given). Also, word stress is very important in English to distinguish verbs from nouns, which can cause intelligibility problems.

Secondly, sentence stress plays a very significant role in English. Depending on the emphasis to be put in a particular element, its meaning can change radically. Kenworthy (1987: 155) adds an example of this as in ‘I have some books’ placing the stress on ‘books’, which conveys the idea of possession. However, placing the stress on ‘some’ would refer to the idea of quantity.

According to Gómez-González and Sánchez-Roura (2016: 278), intonation is “the basic unit of speech melody, (...) usually lasting between one or two seconds.” According to Alcaraz (1999: 180),

La entonación inglesa tiene muchas coincidencias con la española, aunque justo es reconocer que éste es el fonema suprasegmental que más se resiste a la sistematización, debido a la gran cantidad de curvas melódicas que hay en inglés y también en las demás lenguas.

English intonation has several coincidences with the Spanish one, although it is appropriate to recognise that intonation is the suprasegmental phoneme that most resists systematization, due to the great amount of melody curves that exist in English and in other languages [my translation].

Kenworthy (1987: 155) distinguishes three areas that need special attention by Spanish learners: pitch range, final falling pitch movement and the rise-fall.

As regards the first one, Spanish speakers tend to narrow the pitch range, where English speakers would start high and finish slightly low. Sometimes, English speakers hit extreme pitches within a phrase as well. However, Spanish speakers use a more restricted pitch movement over a phrase or clause. Secondly, Spanish speakers seldom use a slight rise before the final falling pitch, which makes it sound too ‘flat’. Finally, rise-fall comprises an upwards movement from mid to high pitch and down to low (Gómez-González and Sánchez-Roura, 2016: 287). This movement seems difficult for Spanish speakers, especially in short phrases or one syllable. As Kenworthy (1987: 155) suggests, it can be also due to shyness or self-consciousness.

4. The teaching of pronunciation in the Second School Curriculum and A Levels and Common European Framework of Reference

Having briefly described in previous sections the great importance of the teaching of pronunciation in our educational system and an overview about its situation in Spain, this chapter will adopt a more detailed approach to the situation of pronunciation in the Second School Curriculum, especially as regards Secondary School Education (*Educación Secundaria Obligatoria* or ESO) and A Levels or *Bachillerato* (BACH) in Galicia. Thus, this part will be divided, first, into a general perspective about the role of pronunciation in the four years at Secondary School Education and then, the two remaining years of A levels. For this research, much of the information will be taken from the Diario Oficial de Galicia (DOG) and from Xunta de Galicia (Consellería de Educación, Universidade e Formación Profesional).

According to the DOG (2007: 12043), English is considered a compulsory subject in the four years of which Secondary School Education. During this education stage students would be able to reinforce both their oral and written competences — “*o desenvolvemento da competencia lingüística ao final da educación obrigatoria comporta o dominio da lingua oral e escrita en múltiples contextos*” (DOG, 2007: 12043) — according to the CEFR, which establishes the appropriate level and competences for each year — “*os contidos e criterios de avaliación orgánzanse por cursos, tendo en conta as recomendacións feitas desde o Marco Europeo Común de Referencia*” (DOG, 2007:

12122). In accordance with Consellería da Educación¹⁹ and on the basis of the rules approved by *Ley Oránica para la Mejora de Calidad Educativa* (LOMCE), English is divided into five major blocks: comprehension of oral texts, production of oral texts, comprehension of written texts, production of written texts and finally, linguistic, sociolinguistic and pragmatic communicative competence. Therefore, being pronunciation the principal aim of this dissertation, a deeper analysis on the evaluation criteria for the four years at Secondary School Education will be provided as follows:

- a) In the first year, students must be able to produce short and basic oral messages, with a logical structure and intelligible pronunciation, although some pronunciation mistakes can be made (*“pronunciar e entoar de xeito claro e intelixible, aínda que se cometan erros de pronuncia polos que os interlocutores teñan que solicitar repeticións de cando en vez”* (DOG, 2015: 26198-26199)). Thus, for the first year of Secondary School Education, pronunciation appears in blocks two and five.
- b) In the second year, students should be in a position be able to understand oral messages with progressive difficulty, produce short and coherent oral messages with intelligible pronunciation and fluency (*“interactúa nas actividades de aula a maioría das veces ou intervén na lingua estranxeira, cunha pronuncia comprensible, e persevera no seu uso aínda que cometa erros e teña que pedir axuda ou aclaracións”* (DOG, 2015: 26213)). Also, they should be able to recognise and pronounce vocalic and consonant sounds and phonemes. Some of these aims concerning pronunciation are mentioned in blocks two and five as well.
- c) In the third year, students should be in a position of producing oral descriptions and short discussions about their daily life and in a more autonomous way using a standard pronunciation, although they do not sound native, as mentioned in block five (*“pronunciar e entoar de xeito claro e intelixible, aínda que resulte evidente o acento estranxeiro ou se cometan erros de pronunciación, sempre que non interrompan a comunicación, polos que as persoas interlocutoras teñan que solicitar repeticións de cando en vez”* (DOG, 2015: 26234)).
- d) In the fourth year, students must be able to manage spontaneous conversations about their experiences and opinions without much effort, as well as a good

¹⁹ All this information is taken from Consellería da Educación, R.D. 86/2015, which establishes the organisation of educational plans for the different annual courses (ESO and Bachillerato).

command on some basic phonetical and phonological aspects. Students can make some pronunciation mistakes of particular difficulty without interrupting the conversation, as stated in block five (*‘‘Exprésase cunha pronunciación clara, aceptable e comprensible, e utiliza adecuadamente os esquemas fonolóxicos básicos, aínda que teña que repetir algunha vez por solicitude das persoas interlocutoras’’* (DOG, 2015: 26252)).

The analysis of these documents seems to indicate that pronunciation is largely ignored in the curriculum of Secondary School Education. Among the various points that are established in the curriculum, the role of pronunciation only appears in some of the blocks of which the subject of English is divided and diminishes the higher the level is, allowing students to make partial mistakes when they produce oral messages. Also, little attention is paid to the field of phonetics, from which students can enhance their pronunciation. A logical explanation for this evidence may be due to the few hours dedicated to the teaching of English and the big amount of contents students need to cover. Even so, the Real Decreto 86 (2015) establishes a total of three hours per week for both Secondary School Education and A Levels.

As opposed to Secondary School Education, A Levels is not a compulsory education in Spain and covers two annual courses in which English is categorised as an obligatory course.

- a) In the first year, students must be able to produce oral texts with special difficulty about different daily life and educational topics in a lineal sequence and also, they should be able to understand oral texts of a comprehensible and standard pronunciation, as specified in block one (*‘‘comprende os puntos principais e detalles relevantes na maioría de programas de radio e televisión relativos a temas de interese persoal ou da súa especialidade (por exemplo, entrevistas, documentais, series e películas), cando se articulan de forma relativamente lenta e cunha pronuncia clara e estándar’’* (DOG: 2015, 26261)).
- b) In the second year, the same criteria of the first years of A Levels are applied to this particular one. The only difference is that the role of pronunciation is non-existent for this course.

In short, the analysis of all the blocks for the different annual courses from Secondary School Education and A levels shows that pronunciation does not play an

important role in EFL educational programmes in Galicia. Moreover, it is crucial to notice that the higher the level is, the lower importance is devoted to pronunciation. In the first and second years of Secondary School Education, pronunciation appears in two blocks and is also mentioned in different parts, whereas in the last years of A levels, pronunciation is rather marginal.

As mentioned above, all these English competences are approved by the CEFR, which provides “a common basis for the elaboration of language syllabuses, curriculum guidelines, examinations, textbooks, etc. across Europe (...) in order to use a language for communication [providing] with the skills [students] have to develop so as to be able to act effectively” (Council of Europe, 2001: 1). Therefore, it establishes different levels that vary from the lowest one (A1) to the highest one (C2) reaching different purposes.

Secondary School Education and A levels are also characterised by this framework. From the official documents and regulations, it is estimated that students finish Secondary School Education with an A2 level and B1 at the end of A levels. In this way, analysing the competence of pronunciation, Secondary School students would end their instruction in English with a “pronunciation [that] is generally clear enough to be understood despite a noticeable foreign accent, but conversational partners will need to ask for repetition from time to time” (Council of Europe, 2001: 117). In contrast, A level students would obtain a B1 level with a “pronunciation [that] is clearly intelligible even if a foreign accent is sometimes evident and occasional mispronunciation occur” (Council of Europe, 2001: 117).

SECTION 2: PRACTICAL ANALYSIS (TECHNIQUES AND ACTIVITIES)

After taking into consideration all the information gathered in the previous sections, it is clear that the teaching of pronunciation is generally ignored as written skills (writing and reading) receive more emphasis than spoken ones (speaking and listening). Over time, many attempts have been carried out so as to introduce the role of pronunciation in the teaching of EFL, for which some methods have been used. Thus, this new section will provide a more practical revision on the treatment of pronunciation presenting some methods, activities and techniques that have been used from traditional to recent times, together with an approach to the teaching and learning of pronunciation in a globalised world in which new technologies have certainly been created to facilitate people's daily live and are becoming more popular in education.

5. Methods, activities and techniques to foster English pronunciation

5.1. Traditional methods

Before the arrival of more recent ESL teaching methods, the teaching of English was principally based on memorization and repetition. Some methods of particular use were the Grammar Translation Method (GTM) or the Audiolingual Method.

The Grammar Translation Method, also called classical method, is one of the most traditional methods which were implemented in the teaching of TEFL. As Richards (1986: 3-4) declares, it was a way of “studying a language that approaches the language first through detailed analysis of its grammar rules, followed by application of this knowledge to the task of translating sentences and texts into and out of the target language.” In such method, written skills are given priority over spoken skills and thereby, pronunciation is completely disregarded. In order to prove this, some of the most typical techniques included in the GTM are the translations of literary passages, reading comprehension questions, fill-in-the-blanks or memorization of words.

Nonetheless, towards the mid- and late nineteenth century, several oppositions gradually arose against the GTM and the Reform Movement led to new ways of teaching languages which are still useful at present. Some of the phoneticians who conducted this movement decided to advocate some notions or practises so that “the spoken form of a language is primary and should be taught first”, also “the findings of phonetics should be applied to language teaching” and finally, “teachers must have solid training in phonetics and learners should be given phonetic training to establish good speech habits”

(Celce-Murcia, 2010: 3). Richards (1986: 8) adds that these principles “led to what have been termed *natural methods* ²⁰ and ultimately to the development of what came to be known as the Direct Method.” This method supported the idea that classroom instruction should be conducted exclusively in the target language, especially through oral communication in which correct pronunciation and grammar were emphasised (Richards 1986: 9-10).

The so-called Audiolingual Method was also one of these methods. Pronunciation here plays a very significant role and is taught explicitly from the start, as Celce-Murcia (2010: 4) points out. As in the Direct Method, the teacher reproduces a sound, a word, or an utterance, and the students imitate or repeat it. Furthermore, the use of phonetic transcription (the representation of sounds using the symbols of the International Phonetic Alphabet or IPA) is very recurrent since it demonstrates the articulation of sounds. Therefore, this method focuses on students’ pronunciation and listening abilities by using, for example, drills, so material is “over-learnt” (Celce-Murcia, 2010: 4). Some of the disadvantages that this method presents, according to Richards (1986: 67), are that language items are not necessarily contextualised, and students are constantly learning structures, sounds or words. Also, a native-speaker-like pronunciation is often sought, which will originate a debate of great controversy with further methods, as for example, the Communicative Approach.

In this method, some of the activities which are mostly used are listening to dialogues and repeating them (see table 1) or practising substitutions in the pattern drills. As regards drills (see table 2), this technique is highly important in this method since it “helps students distinguish between similar and problematic sounds in the target language through listening discrimination and spoken practice” (Celce-Murcia, *et al.*, 2010: 9).

Listen and repeat these examples of the target sound		
<i>Play</i>	<i>Played</i>	<i>Plate</i>
<i>Grey</i>	<i>Grade</i>	<i>Great</i>
<i>Aim</i>	<i>Age</i>	<i>Eight</i>

Table 1: Sample of listen and repeat exercise (extracted from Hancock, 2003: 12)

²⁰ It alludes to naturalistic principles of language learning, such as “using language actively in the classroom rather than using analytical procedures that focus on explanation of grammatical rules” (Richards, 1986: 9).

Word drills	
A	B
/iy/	/ɪ/
<i>Sheep</i>	<i>Ship</i>
<i>Green</i>	<i>Grin</i>
<i>Least</i>	<i>List</i>
<i>Meet</i>	<i>Mitt</i>
<i>Deed</i>	<i>Did</i>

Table 2: Sample of minimal-pair drills (extracted from Celce-Murcia, et al., 2010:4)

In short, some of these methods (with the exception of the GTM) incorporated pronunciation in some way, although trends in education have caused some of these traditional teaching methods to fall into neglect and some new methods became more accurate, increasing the degree of attention to pronunciation (see next section).

5.2.Modern methods

One of the most relevant methods used in pronunciation teaching today is the Communicative Language Teaching (CLT), also known as the Communicative Approach. As Richards (1986: 64) claims, this method emerged as a reaction against the Audiolingual Method since some linguists saw “the need to focus in language teaching on communicative proficiency rather than on mere mastery of structures” (Richards, 1986: 64). In this sense, comprehension precedes production; however the main objective is oral communication, adding that this method especially aims to “make communicative competence the goal of language teaching and develop procedures for the teaching of the four language skills that acknowledge the independence of language and communication” (Richards, 1986: 66). Therefore, this method integrates the four skills, as the CEFR also establishes.

Moreover, CLT corresponds to a notional-functional syllabus (dividing language according to a sequence of notions and functions, as for example, used in real life conversations) and it includes action and interaction, as Littlewood (1986: 66) claims that “one of the most characteristic features of the communicative language teaching is that it pays systematic attention to functional as well as structural aspects of language.”

According to Celce-Murcia (2010: 8), this focus on language as communication “brings renewed urgency to the teaching of pronunciation,” although the main purpose of teaching pronunciation is not “to make them sound like native speakers of English [but establish an] intelligible pronunciation” (Celce-Murcia 2010: 8-9). Some of the techniques that this method uses to approach an adequate pronunciation are (1) *listen and imitate* (a technique used in the Direct Method), (2) *phonetic training*, using articulatory descriptions or diagrams and a phonetic alphabet, (3) *minimal-pair drills*, which was already introduced in the Audiolingual Method (see section 5.1.), (4) *contextualized minimal pairs*, in which “the teacher establishes the setting and presents key vocabulary, then, students are trained to respond to a sentence stem with the appropriate meaningful response” (Celce-Murcia, 2010: 9), (5) *developmental approximation drills*, in which “second-language speakers are taught to retrace the steps that many English-speaking children follow as they acquire certain sounds in their first language” (Celce-Murcia *et al.*, 2010: 10), (6) *practice of vowel shifts and stress shifts related by affixation*, amongst many others like the use of pair-work or group-work in the classroom so that students interact orally with their partners, information-gap activities or the use of songs.

The techniques mentioned emphasise pronunciation instruction at the word level, dealing with words in isolation or what is concerned with segmental level; however, as Celce-Murcia (2010: 11) argues, “there is thus some doubt about whether such exercises can actually improve a learner’s pronunciation in spontaneous conversation.” For this reason, it is also important to dedicate time to teaching suprasegmental features of language (i.e., rhythm, stress, and intonation) to improve even more the pronunciation of non-native speakers, which, according to Palacios (2001: 32) presents even more serious problems for students than individual sounds.

Another method widely used in today’s teaching of EFL is the commonly known CLIL (*Content and Language Integrated Learning*). According to Marsh (2010: 1), CLIL basically consists on teaching content subjects by using a foreign language. Therefore, the L2 language is used to learn content and to communicate in the L2. However, teachers adapted to use CLIL in their classes need a minimum level of English, which consists on at least B1/B2. Although the principal aim of CLIL is to use a foreign language and improve students’ accuracy and fluency, some teachers may not be fully adapted to the pronunciation patterns required for the language, so pronunciation may fail at that level.

Moreover, since methods like CLIL aim the content of other subjects, little time could be devoted to the teaching of pronunciation.

6. The teaching of pronunciation in modern textbooks

6.1. Outline

It is generally conceived that Spanish speakers do not have a good or high command on English pronunciation, maybe because of the phonological differences between Spanish and English language (as outlined in section 3) or other factors which may affect English pronunciation (internal or external). However, it is also relevant to add that little time is devoted to the teaching of pronunciation in the classroom, maybe because of lack of time or because of lack of pronunciation practise. For this reason, this section will explore the teaching of pronunciation in modern textbooks presenting an overall perspective from ESO (1st, 2nd, 3rd, and 4th ESO) to *Bachillerato* (1st and 2nd *Bachillerato*).

This study will be divided into two parts: the first one will correspond to an analysis on the content of the different textbooks used in the different years in order to observe what pronunciation aspects are more relevant (segmental or suprasegmental); the second part will be devoted to the observation of the most common activities that compose these EFL textbooks. Finally, some conclusions will also be drawn from the previous analysis.

The textbooks that will be analysed correspond to both students' books and workbooks; however, due to lack of space, a sample of only sixteen EFL textbooks were considered for this study (for further information about the textbooks used, see appendix 1). As far as possible, this analysis will also be contrastive since the year of publication of some of these textbooks varies from 1996 to 2002 (which I call 'old-fashioned' textbooks) and the others vary from 2015 to 2018 (which I call 'modern' textbooks). By comparing these two types of textbooks, some observations about how the treatment of pronunciation has changed over time will also be provided.

6.2. Content analysis

For the first part of this analysis, the EFL textbooks that are here analysed correspond to the four different years of ESO.

As regards 1st year ESO, among the different activities belonging to pronunciation, more attention is paid to segmental phonology than to suprasegmental phonology, considering that throughout the two different EFL textbooks (the old-fashioned and the modern one), only less than ten activities are related to suprasegmental aspects. As regards segmental phonology, more exercises are devoted to consonants than to vowels (see table 3).

Segmental phonology			Suprasegmental phonology
Vowels		Consonants	Word stress and intonation
Vowels	Diphthongs	/s/-/z/, /d/-/t/, /h/, /j/-/dʒ/, /ʃ/ and consonant clusters: /sn-/, /sp-/, /st-/, /sw-/	
/ə/, /ʊ/-/u:/			

Table 3: Pronunciation content for the 1st year ESO

In 2nd year ESO, the same pattern is repeated as in 1st ESO (see table 4). Segmental aspects are proportionally higher than suprasegmental ones, since only a few exercises are related to this last type. Furthermore, in segmental phonology, new vowels were introduced although the majority of consonants are also repeated in the first year of ESO.

Segmental phonology			Suprasegmental phonology
Vowels		Consonants	Word stress and intonation
Vowels	Diphthongs	/t/-/d/, /dʒ/-/j/, /ʃ/ and final /-iŋ /, /-ed/, simple future contracted /'ll/	
/æ/-/a:/, /ʌ/	/eɪ/		

Table 4: Pronunciation content for the 2nd year ESO

Regarding 3rd year ESO, not much has changed between segmental and suprasegmental aspects as opposed to the previous two years; there is, however, a slightly increasement in the activities concerning suprasegmental phonology, since about ten activities are devoted to it and students also learn about connected speech (see table 5).

Segmental phonology			Suprasegmental phonology
Vowels		Consonants	Intonation, word stress, sentence stress and linking words
Vowels	Diphthongs	/tʃ/-/dʒ/, /θ/-/ð/, /h/, /t/-/d/, /s/-/z/ and consonant clusters /ps/, /ts/, /ks/	
/ɒ/- /ɔ:/, /ə/- /ɜ:/, /ʌ/	/əʊ/		

Table 5: Pronunciation content for the 3rd year ESO

In 4th year ESO, the number of suprasegmental activities is lower to that of segmental ones and, within segmental phonology, more activities are devoted to consonants than to vowels. As regards phonology, only the /w/ sound has been newly introduced; all the others are repeated in previous years (see table 6).

Segmental phonology			Suprasegmental phonology
Vowels		Consonants	Intonation and sentence stress
Vowels	Diphthongs	/θ/-/ð/, /d/, /w/ /æ/-/ʌ/, /ɒ/- /ɔ:/	

Table 6: Pronunciation content for the 4th year ESO

Now, this second part will be referred to the teaching of pronunciation in post-obligatory education, or what is called *Bachillerato*.

In the first year of *Bachillerato* (see table 7), a few more activities are more devoted to suprasegmental phonology than segmental phonology. As regards segmental phonology, three sections are dedicated to consonants; however, no sections are dedicated to vowels, although there are only few exercises in which students are told to differentiate between vowel minimal pairs.

Segmental phonology			Suprasegmental phonology
Vowels		Consonants	Rhythm, word stress, sentence stress, contracted forms and intonation
Vowels	Diphthongs	/b/-/v/, /s/, /ʃ/-/tʃ/, /h/ <	

Table 7: Pronunciation content for the 1st year Bachillerato

In the second year of *Bachillerato*, both segmental and suprasegmental aspects are emphasised, and many different aspects of segmental phonology are similar to those repetitions from the previous years (ESO and 1st *Bachillerato*). However, in the three books that were analysed for this 2nd year of *Bachillerato*, one of them, from 2001, did not have any content regarding pronunciation. The other one, dating 2000, had more

segmental content and the last one, published in 2002, paid more attention to suprasegmental features (see table 8).

Segmental phonology			Suprasegmental phonology
Vowels		Consonants	Intonation, word stress, sentence stress, rhythm
Vowels	Diphthongs	/b/-/v/, /s/-/z/, /ʃ/-/tʃ/- /dʒ/, /θ/-/ð/, /t/-/d/, /h/ /ɪ/-/i:/, /æ/-/ʌ/- /a:/, /u/-/ʊ/, /ɒ/-/ɔ:/, /ə/	

Table 8: Pronunciation content for the 2nd year *Bachillerato*

6.3. Analysis on the activities concerned with pronunciation in the textbooks surveyed

This second part of this analysis is concerned with the analysis of the main pronunciation activities included in these EFL textbooks surveyed from ESO to *Bachillerato*.

The content for the first year of ESO is mainly taught through activities of *listen and repeat* or *listen and learn the chant*, *listen and check* or *listen and write*. Only a few activities are related to *pair-work*, so students are more involved into patterns of repetition than into communication. Furthermore, some of these books contain some sections at the end of the textbook which provide students with game activities, all of them devoted to grammar and vocabulary and, unfortunately, pronunciation is not present.

In the 2nd year of ESO, the same pattern of activities is repeated as in the 1st year, although some other activities such as *roleplay*, *pair-work* or *dialogue conversations* are also included, increasing students' oral skills. In one of the textbooks, there is also a section devoted to exercises concerning the phonemic alphabet and repetition.

In 3rd and 4th year ESO, students mainly work with the same activities as in the previous courses with some innovations like *asking questions* or *group discussions*, as well as some individual speaking activities or a few oral presentations.

The content for the first two years of *Bachillerato* does not vary much from the activities from the previous courses, since *listen and repeat* or *listen and match* are still recurrent activities in these textbooks. Nonetheless, other activities such as *group/pair discussions*, *write the word you hear*, *situational speaking* or *dialogues* are also present.

6.4. Some conclusions

After analysing the different content and activities throughout the EFL textbooks belonging to secondary education and post-obligatory education, some conclusions that can be gathered:

- a) All the EFL textbooks contain the same structure, emphasising written skills (grammar, vocabulary and reading) over spoken skills (listening and speaking), within which listening is more emphasised than speaking. In proportion, every unit of each textbook contains approximately more than twenty-five exercises devoted to written skills and only ten to fifteen exercises to spoken skills, in which pronunciation plays very little role (only one to three exercises). In this sense, the general tendency is to place pronunciation in isolated sections (see figure 2).
- b) All the activities that these textbooks contain are clearly repetitive and follow traditional patterns of teaching pronunciation based on *listen and repeat* or *listen and check* activities. Hence, the majority of these tasks are more predominantly devoted to perceptive oral skills than to production. In this sense, the integration of new approaches in the teaching of pronunciation should be considered.
- c) Despite the fact that more attention is paid to segmental aspects than to suprasegmental ones, students still have problems regarding the pronunciation of some phonemes (as illustrated in section 3 about the most common mistakes Spanish students have). Regardless of the existence of segmental activities over suprasegmental ones in EFL textbooks, little time is devoted to pronunciation tasks and also these textbooks only provide students with a small amount of exercises concerning segmental activities, which, in my opinion is the leading cause of a bad command on English pronunciation.
- d) The last, but not less important observation is that in some EFL textbooks, pronunciation is absent from the table of contents and is not included in some revision units. This may cause the impression that pronunciation is not that important as the rest of the language skills.

All this seems to indicate that there is a need for some changes regarding the teaching of English pronunciation since little attention was paid to this skill throughout all these years, as reflected in both ‘old-fashioned’ and ‘modern’ textbooks. One of the possibilities that could replace traditional methods, activities, etc. and therefore advance in the teaching of pronunciation would be the implementation of ITCs. Thus, students would be more motivated, since they are more accustomed to using electronic devices. For this reason, the next section will be devoted to the role of new technologies in the teaching of pronunciation.

7. New technologies

Over time, the teaching and learning of English pronunciation has experimented some changes. Traditionally, it was much based on listen and repeat patterns or imitation tasks although new methods and techniques were adopted rapidly to substitute traditional ones. However, technology has increased highly throughout these years and many studies have shown the importance of technologies in the teaching of pronunciation. Therefore, students, especially of a young age, can use these technologies in their daily life, adding more flexibility and creativity. For this reason, this final section of this dissertation will be much concerned with the use of new technologies and how they help to improve students’ oral competences, especially pronunciation.

7.1. Apps

In this world of globalization in which technology plays a very important role (especially with the use of ‘smartphones’, tablets, and other devices), many different apps are useful for different purposes. The same happens with apps designed for teaching and learning a foreign language, and also to improve pronunciation. Within these accesses or communicative easiness, three of these apps can be very useful: *Clear speech*, *Sounds* and *Duolingo*.

As regards *Clear speech*, this app was designed by Judy Gilbert and it helps learners deal with the most significant characteristics of spoken English, which, according to the video published by Cambridge University Press²¹, it emphasises especially the

²¹ Available on <<https://www.cambridge.org/es/cambridgeenglish/catalog/grammar-vocabulary-and-pronunciation/clear-speech-4th-edition>> Last accessed: June 2019.

suprasegmental aspects of pronunciation (stress, rhythm, and intonation), as well as spelling rules so as they can pronounce the words appropriately at intermediate level.

The second app is called *Sounds*, which was created by Adrian Underhill to help study, practice and play pronunciation, and it is very useful for students and for teachers. There is a free version which includes interactive phonemic charts for British English and American English. Two versions can be downloaded, the free version and the premium one. Within the features of the free version, it includes an interactive phonemic chart with high quality audio (see figure 3 and 4); it is also possible to work in British or American English and switch between them at any time and it provides the users with some instructions. However, the premium version includes vocabulary wordlist (with over 650 words) in which testers have the phonemic transcription and audio, they can record their own pronunciation, it also provides them with some tips, etc.

Finally, the app *Duolingo* is another of the wide range of apps not only to learn English, but also to learn many other different languages. This app is free and is very complete on itself, although some additional materials are provided with the premium version.

What differentiates this app from the other two is that *Duolingo* offers a more complete teaching and training of the required language. It provides users with grammatical rules and exercises of various types, e.g., fill-in-the-blanks, information gaps activities, word-order, amongst others. Also, while users do the corresponding activities or exercises, this app provides them with an appropriate pronunciation of words and sentences (see figure 5). Furthermore, *Duolingo* offers proper exercises on pronunciation in which, with the use of headphones, testers may pronounce the words while they are being recorded.

To finish, users can also establish the time they wish to practice such language adapting it to their conditions and situation. In addition, many levels are established according to the knowledge of the user, offering a process of the language learning in which they can start from the beginning and finish with a more advanced level of the L2.

Other apps of particular interest may be *English File Pronunciation* or *Pronunciation King*, providing users with the option of recording their voice with more than two hundred sample words.

7.2. Computer tools and programmes

Regarding new technologies, not only can apps be useful to acquire a good command on pronunciation, but also some computer tools and programmes may be very influential to improve it. Among the many different programmes, some of these may be of especial importance: *EPSS Multimedia Lab*, *PRAAT*, *FluSpeak* or *Teach yourself English pronunciation*.

EPSS Multimedia Lab is a very useful DVD toolkit designed by Gómez González and Sánchez Roura (see figure 6) aimed at “meeting the needs of speakers of Spanish who want to learn or teach English phonetics and phonology at universities and teacher-training institutes, or otherwise wish to improve their English pronunciation” (*EPSS Multimedia Lab online*).²² The objectives that *EPSS Multimedia Lab* pursues are, on the one hand, to provide a framework of basic notions of phonetics and phonology as well as practical training; on the other hand, to show how speech sounds are made (see figure 7) and, finally, to give practice in listening, comparing and contrasting British English sounds with those of Spanish to improve ear-training and oral production (*EPSS Multimedia Lab online*). Furthermore, this didactic resource is organised in seven units (which correspond to the supporting textbook *English Pronunciation for Speakers of Spanish. From Theory to Practise* attached in the bibliography section) which study different aspects of phonetics and phonology such as the production and classification of speech sounds, segmental and suprasegmental features, etc.

PRAAT is a computer programme which was designed by Paul Boersma and David Weenink, from the University of Amsterdam (see figure 8). This free programme has many features which allow users to record their pronunciation and show spectrograms. Also, it provides an analysis on intonation, pitch, etc. This programme is very helpful for linguists or researchers of high level to work with many other different aspects concerning phonetic and phonology linguistics.

The third computer programme is the so-called *FluSpeak*. It is “an ASR [*Automatic Speech Recognition*] based pedagogical software used to teach US English pronunciation” (Ali, 2016: 10), and also to practise sounds and intonation. It is also

²² This didactic resource can be easily accessed through the official website <www.usc.es/multimlab/> or it is also available in DVD format (see bibliography).

necessary to make clear that this app is useful for beginners, but it gave poor results for advanced learners.

Teach yourself English pronunciation is a software programme designed by Eva Estebas aimed at “helping Spanish speakers to overcome their communication problems in English by introducing the most relevant issues of English pronunciation and comparing them with those of Spanish pronunciation.”²³ This programme covers not only vowel and consonants sounds, but also other aspects such as stress, rhythm or intonation. This programme is accompanied by a CD-ROM including exercises of ear-training like minimal-pairs and it also includes four native English speakers’ voice recordings so that learners get familiar with the native sounds and thus pronounce them correctly.

7.3. Websites

Apart from the different resources already mentioned from which students can obtain an appropriate command on pronunciation, websites appear to be very popular as well among students. There exist a wide range of websites where learners can improve almost every skill, even pronunciation, like: *Pronounce it right*, *BBC Learning English*, *Inogolo* or *Rachel’s English*.

Pronounce it right is a website designed by Patrizia Serra and Laura Mazzoni who, after travelling around the world to many different places, decided to create a website dedicated to proper pronunciation of foreign names (cities, celebrity names, etc.). The use of this website is simple, there is an empty box to enter the difficult name to pronounce and then a list of different words which can be of interest are provided. Then, by simply clicking on the word, it is pronounced (see figure 9). Moreover, this website also offers a daily and simple test of five questions in which users listen to two different pronunciations of the same word and they must choose the correct one (see figure 10).

As good pronunciation is very important for good spoken communication, the following website which is called *BBC Learning English* helps users to learn about and improve English pronunciation (only British English) from videos, quizzes, activities and downloads. The different videos this site offers include workshops explaining some different aspects of English pronunciation that can be interesting for the learners with a duration from three to five minutes. Also, there are other videos which explain the

²³ Extracted from <<https://www.librosuned.com/LU12498/Teach-yourself-English-Pronunciation--An-Interactive-Course-for-Spanish-Speakers-.aspx>>, last accessed: June 2019.

articulatory position of both consonant and vowel sounds in a simple and direct way. In addition, this website also offers further materials on grammar and vocabulary.

Then, another website of particular interest may be *Inogolo*, which is similar to the first one (*Pronounce it right*). It is an easy-to-use website created by Stuart Yoder and devoted to English pronunciation of the names of people, places and other various things which are often mispronounced, especially by non-native speakers of English. Also, this site uses a respelled transcription of the words to be searched.

Finally, *Rachel's English* is another website which provides more than five hundred free videos to help non-native speakers improve their spoken English and listening comprehension. The majority of these videos illustrate the correct mouth position of sounds of words in American English. This webpage is distributed in different sections so that users can choose the materials they are interested in, like the basic placements of the voice, introduction to the IPA symbols, distinctions between the different consonant and vowel sounds (including diphthongs) and also suprasegmental features of English pronunciation such as intonation, linking, rhythm, and stress. It also provides a section on 'conversation' which includes curiosities of English vocabulary words or phrases.

The organiser of this website, Rachel, also updates most of her videos to the YouTube platform and also collaborates many often with 'Anglo-Link channel' to show videos illustrating the differences of pronunciation between American English and British English.

GENERAL SUMMARY AND CONCLUSION

On the basis of these findings, pronunciation can be regarded a complicated language area to acquire due to many reasons, namely the lack of correspondence between the Spanish and the English sounds, which, in many occasions cause intelligibility problems if these are wrongly pronounced (see section 3 for further detail) or the transparent orthographical system in Spanish as opposed to the irregular system in English.

In addition, other factors (internal and external) may affect pronunciation. Within internal factors, age and gender play an important role in the acquisition of English pronunciation, as well as motivation, attitude, etc. Besides, some external factors such as the little degree of exposure to the second language, the influence of the first language or the few opportunities for Spanish students to practise English outside the classroom may also have an impact on the acquisition of pronunciation.

As previously mentioned, pronunciation is commonly looked upon as the ‘Cinderella’ of language teaching, since it is quite often conceived as a disregarded skill, especially in the Spanish educational system. For this reason, there is a need to practise both written and spoken skills at the same time, and also, integrate pronunciation in the teaching of the other language skills, since some pronunciation aspects can be taught indirectly through grammar and vocabulary, for example, reading exercises aloud or correcting them orally.

The teaching of English pronunciation has lately gone through many changes. Thus, several methods were implemented in the teaching of English pronunciation over time, such as The Grammar-Translation Method, The Audiolingual Method, etc. Some of them paid more attention to pronunciation as an important language area than others, emphasising intelligibility rather than native-like pronunciation. However, it is at present that some of those traditional methods and activities are usually combined with more recent approaches and resources such as ITCs, which are of great benefit to students so as to avoid using the traditional exercises based on repetition, instead of using language as a communicative function.

Some surveys demonstrate that students are willing to experiment with new aspects of learning, and ITCs seem to cover that gap where traditional methods are already overvalued. Furthermore, the integration of new technologies would also help them access to unlimited input and put it in practise at any time, apart from being more

engaging and motivating. However, on many occasions, teachers do not feel identified enough with the use of these new technological advances in language teaching, maybe due to lack of awareness or the considerable difficulty of using them. For this reason, it would be appropriate for the education system to implement some short courses or workshops so that teachers can be more informed about the use of these interactive tools.

Another aspect of this dissertation was aimed at analysing the distribution of the different contents and activities that usually compose modern textbooks. However, due to space and material limitations, some of the conclusions attached cannot be generalised. Anyhow, it is indisputable to say that the teaching of English pronunciation is not completely valued in EFL textbooks, since more attention is centred on grammar and vocabulary activities.

All in all, after selecting the main aspects about the teaching of English pronunciation and analysing all the findings, it seems suitable to mention some areas of this study to develop a more exhaustive analysis for future research.

On the one hand, having discussed the different factors that affect students' pronunciation learning, it would be interesting to analyse other techniques and activities that could help students become more involved into the process of learning pronunciation aspects in the classroom. It has been studied that personal factors such as personality or the level of self-confidence influence the acquisition of language learning. Therefore, new trends can focus on the affective domain of language learning and the introduction of new creative techniques such as drama could reduce that state of stress or threatening environment in which some students feel subdued in the classroom.

On the other hand, students' opinions about the way they are being taught are also very important. Therefore, some investigations or surveys can be conducted to as to know about their preferred models of learning a new language, which would help increase their encouragement and motivation.

Finally, it would be really useful to design other activities or apps that can be used in the classroom so as to foster English pronunciation and then put them in practise. Then, we could ask our students to give their opinions about them.

In conclusion, this dissertation was especially aimed at describing some preliminary aspects about the teaching of English pronunciation, as well as providing a

suitable knowledge of its current situation. This would bring awareness to teachers and students about the role it plays on the Spanish educational system and could hopefully acquire a better recognition. Also, some background information about some traditional and modern methods was provided, together with some reflections concerning ITCs and the helpful use of new technologies, apps, tools, etc.

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c) Electronic websites and other online resources

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<<https://www.teachingenglish.org.uk/article/natural-order>>

<<https://en.oxforddictionaries.com/definition/attitude>>

<<https://en.oxforddictionaries.com/definition/pronunciation>>

<<https://www.cambridge.org/es/cambridgeenglish/catalog/grammar-vocabulary-and-pronunciation/clear-speech-4th-edition>>

<<https://www.ukessays.com/essays/english-language/critical-period-for-language-acquisition-english-language-essay.php>>

<<https://www.teachingenglish.org.uk/article/critical-period-hypothesis>>

<www.usc.es/multimlab/>

APPENDIX 1: List of textbooks and workbooks analysed in section 6

a) Textbooks and workbooks used in ESO

1st year ESO	Salaberri, Sagrario; Santás F., Carmen and Mohamed, Sue (2000). <i>Cosmos English for ESO 1 Student's Book</i> . Oxford: Macmillan Oxford.
	Pelteret, Cheryl and Morris, Dan (2015). <i>Spectrum Student's Book 1</i> . Oxford: Oxford University Press.
2nd year ESO	Spencer, David and Vaughan, David (1996). <i>Teamwork Student's Book 2</i> . Oxford: Heinemann.
	Wetz, Ben and Pye, Diana (2016). <i>Together Student's Book 2</i> . Oxford: Oxford University Press.
3rd year ESO	Abbs, Brian; Freebairn, Ingrid and Barker, Chris (2002). <i>In Focus Student's Book 3</i> . Madrid: Longman.
	Kelly, Paul and Morris, Dan (2018). <i>Spectrum Student's Book 3</i> . Oxford: Oxford University Press.
	McBeth, Catherine (2014). <i>Pulse Student's Book 3</i> . London: Macmillan.
	Jackson, Sarah and Ludlow, Karen (2015). <i>Pulse Workbook 3</i> . London: Macmillan.
4th year ESO	Kelly, Paul; Morris, Dan and Paramour, Alex (2016). <i>Spectrum Student's Book 4</i> . Oxford: Oxford University Press.

b) Textbooks and workbooks used in *Bachillerato*


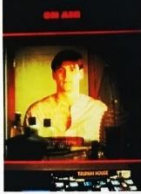
1st year <i>Bachillerato</i>	Williams, Alan and Herranz T., Elena (2002). <i>New Results for Bachillerato 1</i> . Cyprus: Burlington Books.
	Williams, Alan and Herranz T., Elena (2001). <i>New Results for Bachillerato Workbook 1</i> . Cyprus: Burlington Books.
	Williams, Alan and Baines, Margaret (2008). <i>Bridges for Bachillerato 1 Workbook</i> . Cyprus: Burlington Books.
2nd year <i>Bachillerato</i>	Lawley, Jim and Carmona F., Rodrigo (2000). <i>Key Strategies Students' Book</i> . Madrid: Longman.
	Fidalgo, Adela; Fontanillo, Alberto; Mayorga, Inmaculada and Dague, Sarah (2001). <i>Made Easy Student's Book Bachillerato 2</i> . London: Richmond Publishing.
	Williams, Alan and Herranz T., Elena (2002). <i>New Results for Bachillerato 2</i> . Cyprus: Burlington Books.
	Alan, Williams and Herranz T., Elena (2002). <i>New Results for Bachillerato 2 Workbook</i> . Cyprus: Limassol.

APPENDIX 2: List of figures

Let's Communicate

Listening

A Compare these scenes from two films. What kind of films do you think they are? Have you seen either of them?

1  2 

B Two friends are talking about films they have seen. Listen and decide if the following are true or false.

1. Tom did not find *The Truman Show* interesting.
2. Susan thinks romantic films are better than any other kind.
3. Tom likes films that make him cry.
4. In *The Truman Show*, the life of the main character is really a film script.
5. Susan thought *Shakespeare in Love* was difficult to understand.

C Listen again and decide who says the following: Tom or Susan.

Useful Language

Comparing and contrasting

the most interesting film
better acting
a more unusual plot than
the best
nothing could be better than
more interesting than
what could be better than ... ?
the most beautiful

Speaking

D Put the dialogue in the correct order.

- a. I liked "Gladiator". I think it's a better film because the plot is more interesting and the acting is better.
- b. I preferred "Pearl Harbour". It was more exciting than "Gladiator". Which did you like more?
- c. I disagree. I don't think "Gladiator" is as good as "Pearl Harbour" because the plot is not as realistic.
- d. Which film did you like better, "Pearl Harbour" or "Gladiator"?

E Copy the dialogue into your notebook in the correct order. Leave a blank space in place of the words in bold.

F With a partner, compare two films you have both seen. Follow the dialogue in your notebook. Fill in the blank spaces with words of your own, or use the words below to help you.

Nouns	Adjectives
plot	funny
acting	clever
photography	interesting
special effects	exciting
dialogue	professional
characters	realistic
costumes	believable

Pronunciation

Many students find it difficult to distinguish between the **b** and **v** sounds.

- Listen and repeat.
 1. best, vest
 2. van, ban
 3. vote, boat
 4. bow, vow
 5. valance, balance
 6. Batman, VATman
- Copy the words in your notebook.
- Listen and tick the words you hear.
- Practise saying the words with a partner.

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Figure 2: Illustration of an isolated section concerning pronunciation (Williams and Terán Herranz, 2002: 33)

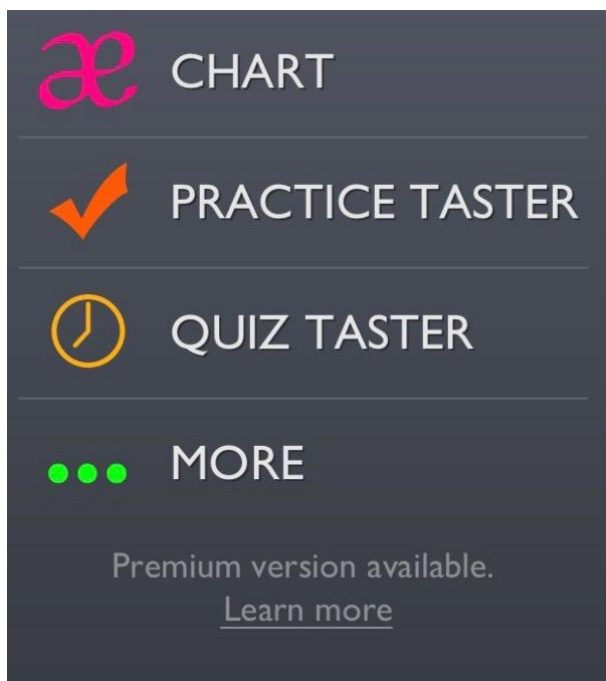


Figure 3: Different sections within Sounds app (free version)

ɪ:	ɪ	ʊ	u:	ɪə	eɪ		
e	ə	ɜ:	ɔ:	ʊə	ɔɪ	əʊ	
æ	ʌ	ɑ:	ɒ	eə	aɪ	aʊ	
p	b	t	d	tʃ	dʒ	k	g
f	v	θ	ð	s	z	ʃ	ʒ
m	n	ŋ	h	l	r	w	j

Figure 4: Illustration of phonetic chart from the free version of Sounds app

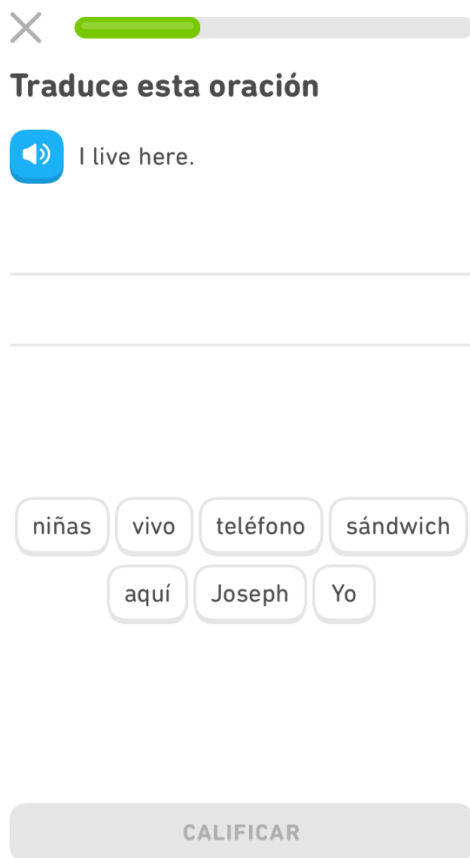


Figure 5: Illustration of an exercise extracted from Duolingo app dealing with translation and pronunciation

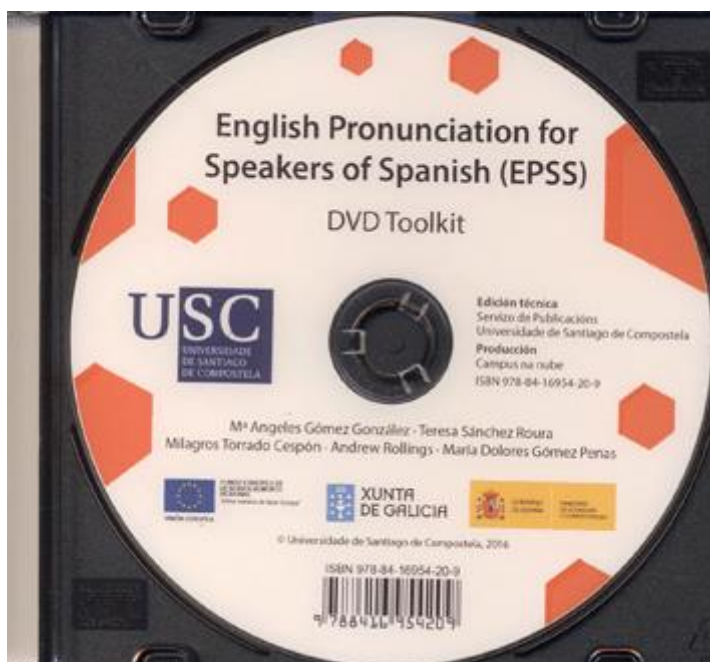


Figure 6: English Pronunciation for Speakers of Spanish (EPSS). DVD Toolkit





RP æ Ash	PSp a Lower case a
<p>Between open and half-open, front, neutral; checked (but longer than the other short vowels), neither lax nor tense.</p> <p>For the articulation of RP /æ/, the front of the tongue is raised between the half-open and open positions, with the side rims making a very firm contact with the back upper molars. The lips are neutrally open. The mouth is more open than for /e/. The quality of RP /æ/ is nowadays nearer CV 4 [a] (front open) than CV 3 [ɛ] (front half-open).</p> <p>Spelling Examples</p> <p>Pronunciation</p>  <p>The front of the tongue is slightly higher than for an open vowel. The lips are slightly spread. The soft palate is raised (unless followed by a nasal).</p> 	<p>Open front unrounded vowel.</p> <p>When we pronounce this sound, the centre of the tongue is away from the palate. The tip of the tongue touches the lower teeth. The lips are in their neutral position. The vocal folds vibrate during the production of this sound.</p> <p>Spelling Examples</p> <p>Pronunciation</p>  <p>The centre of the tongue is away from the palate. The tip of the tongue touches the lower teeth. The lips are in their neutral position. The vocal folds vibrate during the production of this sound.</p> 

Figure 7: Representation of how speech sounds are made both in RP and PSp (extracted from EPSS Multimedia Lab Online)



Figure 8: PRAAT programme

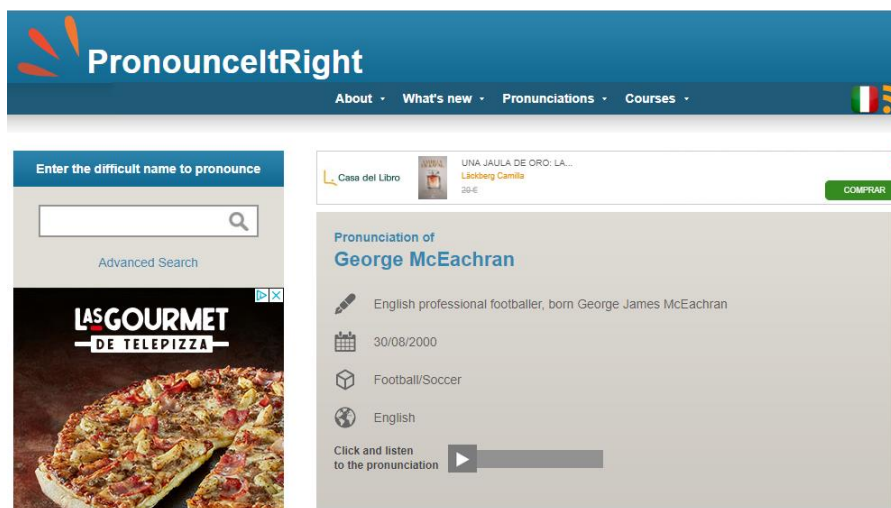


Figure 9: Illustration of Pronounce It Right website

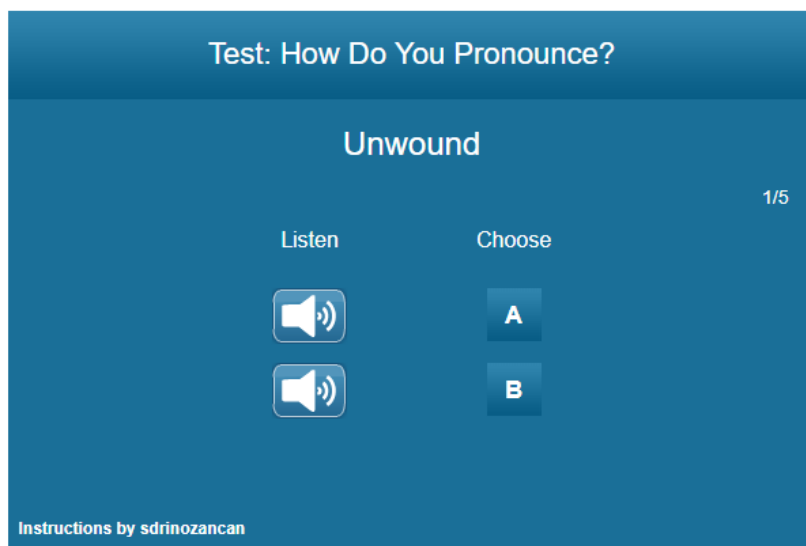


Figure 10: Sample of a test extracted from Pronounce It Right website

